

Kentucky Teacher

October 1999

State-of-the-art middle schools now “under construction”

It's no secret that while some Kentucky middle schools are showing academic progress, student achievement in most middle schools has remained flat over the past 10 years. In response, the Kentucky Department of Education's Middle-Level Initiative has refocused on the goal of high-level performance for all students.

Between now and April 2002, middle-level teachers and administrators will be part of an intense program to help improve achievement for middle school students. Each activity is designed to make Kentucky middle grades (6-8) academically excellent, developmentally responsive and equitable so all students learn and achieve at high levels.

“The belief that all students can be successful students is at the core of Kentucky's education system,” said Linda Houghton, associate commissioner of the department's Office of Academic and Professional Development. “While our elementary and high school students have made great strides, our middle-level students have been lagging behind. The components of high-quality middle-level educational programs are well-defined. We plan to assist schools in identifying and implementing those practices that will ensure success for all young adolescents.”

Schools have as a guide the profile of the “State-of-the-Art Middle School in Kentucky.” The focus of the model is the core academic program, with support in the areas of leadership, professional staff, activity programs, community and family links, data-based decision making and resources. Program Effectiveness Review documents in each content area will help schools monitor their progress toward achieving “state-of-the-art” status in middle-level education. The department plans to post the model this month on the

Department of Education's Web site (www.kde.state.ky.us).

The initiative seeks to use a variety of approaches to focus on student results during the next three years.

- A mentor network will match one high-performing school with one or more low-performing schools in each education region. The network has the potential of involving 32 schools throughout the state this school year. The number of schools in the network will expand each year to eventually include all middle-level schools.

- Through a partnership between Kentucky and the Southern Regional Education Board's Making Middle

Grades Matter Consortium, eight schools (one in each region) will receive intense assistance in data-based decision making processes, program evaluation, curriculum alignment, instructional planning and professional development. Student performance will be evaluated using the National Assessment of Educational Progress tests in reading, mathematics and science.

- Staff members at each regional service center will be trained this month to assist all middle-level schools in improving academic achievement.

- A five-show series will begin Nov. 18 on Kentucky Educational Television's Star Channel that will

have improving student achievement as its focus. The remaining shows will be broadcast Dec. 9 (social studies), Jan. 27 (mathematics), Feb. 10 (science) and Feb. 24 (reading).

- Professional development opportunities will include content teacher academies and a leadership academy for principals. The school self-assessment will guide topics for regional professional development sessions.

For more information about the Middle-Level Initiative, contact Renee Murray, branch manager in the Division of Curriculum Development, at (502) 564-2106 or by e-mail through the KETS global listing or at rlmurray@kde.state.ky.us.



Photo by Rick McComb

TACKLING SCIENCE —
Erin Faulkner and Will Lewis experiment with pulleys in science class at Russell Middle School in Greenup County. Between now and April 2002, Kentucky's middle grades will be the focus of an intense program to improve achievement for all students in grades 6, 7 and 8.



Commissioner's Comments

By Wilmer S. Cody, Commissioner of Education

Test scores prove it: High goals are attainable

Now that all of us have had time to analyze preliminary scores from first-round Kentucky Core Content Tests, we see reasons to celebrate and reasons for concern.

- Eighteen Kentucky public schools met the state's long-term goal for student achievement by scoring 100 or higher in reading, mathematics or both for the 1998-99 school year. Many other schools are within striking distance in those two fundamental subjects. These schools are on track for achieving the Kentucky Board of Education's goal: an average, overall score of 100 on a 140-point scale by the year 2014. By the way, several of the high-achieving schools are not advantaged in terms of community wealth. They are demonstrating that high achievement is possible for all children.

- While no school reached the overall goal of 100 when all subjects were included, 41 schools exceeded an overall academic index score of 75 or more, and 68 scored 70 to 75.

- No schools exceeded 100 in science, social studies, writing, arts and humanities or practical living/vocational studies. This data, while not positive, give us some direction as we plan instruction.

- Too many schools scored 40 or below on the index. Those schools obviously have a lot of work to do. The Department of Education will encourage them to seek out successful schools to learn their systems and techniques.

The fundamental principle of Kentucky's education reform is that all schools, given equal resources and the same expectations for student success, can eventually perform at high levels. The test results indicate that the long-term goals are attainable. I believe all schools can do it.

For more about the state-level results of last spring's Kentucky Core Content Tests, see Page 5.

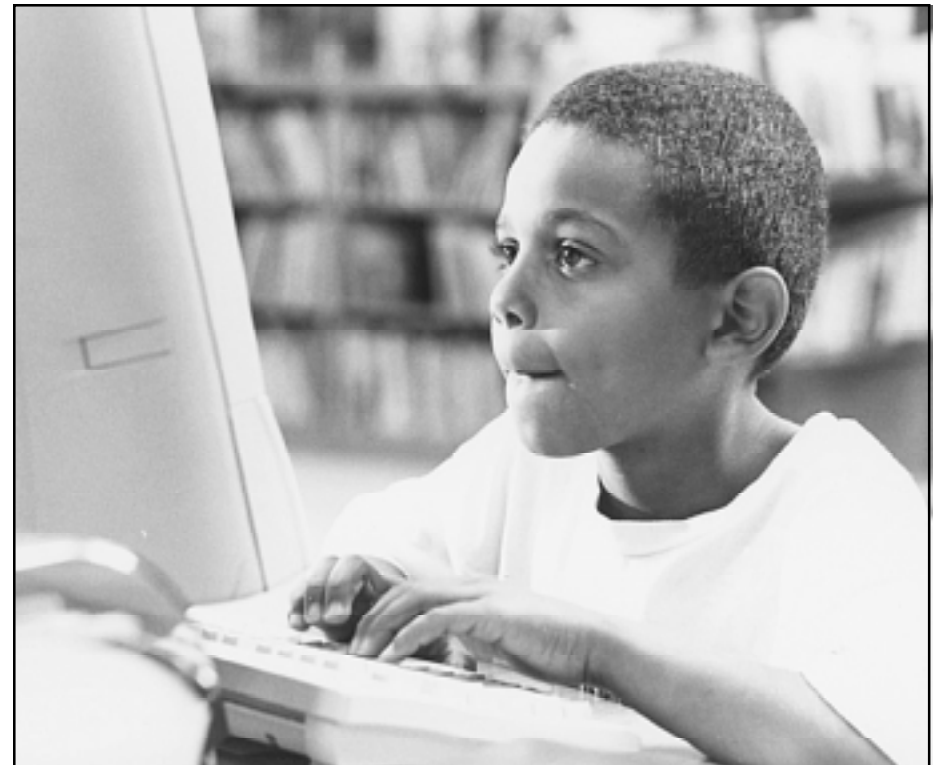


Photo by Rick McComb

LEARNING ONLINE — Jacob Nieman connects with the Internet to do some research at Heritage Elementary in Shelby County. Jacob is one of thousands of Kentucky students who appear to have a technology advantage over many of their peers in other states. "Technology Counts," a report published in October by "Education Week," ranks Kentucky high in several categories of technology use in the classroom. The complete report is available on the Internet at www.edweek.org/sreports/tc99/.

Kentucky Teacher FORUM

A call for teachers' opinions

To succeed in the classroom, teachers need resources and support from many sources.

Teachers, what resources and support do you most want or need from school and district leaders?

Send your response or comments on this topic to *Kentucky Teacher*. Include your name, mailing address, phone number, school and grade level. We will assume we have your permission to publish all or part of your response, with your name and school affiliation, unless you state otherwise.

- Send by e-mail to kyteach@kde.state.ky.us.
- Send by U.S. mail to 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601.
- Send by fax to (502) 564-6470.

Watch future issues of *Kentucky Teacher* for responses.

Getting Parents *Involved* in Education

Teachers tell how they make partners of parents

In the August issue, *Kentucky Teacher* asked teachers: What is your most effective strategy for making parents your partners in improving your students' academic achievement and in-school behavior?" Here are some of the responses. For the complete text of these and other responses, please see the "text only" edition of this issue on the Department of Education's Web site. Go to www.kde.state.ky.us and select "Kentucky Teacher" from the drop-down menu.

From Angela Jackson Flemingsburg Elementary Fleming County

When I approach a parent through a letter or phone call, I begin with acknowledging the area in which a behavior or academic problem exists. I tell them what I have tried in the classroom without success. This is documented either with class work or a conduct report sheet. Finally, I ask parents for suggestions. I ask what has worked to solve behavior problems at home or what has helped with academics in the past. I try to help the parent recognize that we're in this together — that we both want to help the student succeed. Usually this effort leads to meeting with the parent face to face. ... Last school year, this tactic was successful for nine out of 10 parents. Once the student realized that I was going to keep the parent informed, he or she became more focused. I consider this (strategy) a successful one and will continue to use the same approach this year.

From Sarah Farabee Shelby County Preschool Center

The more I talk to parents and establish relationships, the more effective requesting their volunteer time is. There is nothing like face-to-face contact with people, as opposed to sending them letters.

From Nancy Becherer Southside Primary Shelby County

We have our students set goals for themselves. When they accomplish their goals, we call the parents to come to school as a surprise to the child and celebrate the accomplishment. We sing and praise the child's efforts in front of the whole class.

From Jim Bates Shelby County High School

When parents believe a teacher has their child's best interest as a priority and there are clear goals based on sound rationale, they are much more inclined to be cooperative and supportive. When parents believe the priority is the teacher's best interest, cooperation and support is usually superficial at best.

From Kitty Sharber Shelby County High School

My most important (approach) is to just call parents and talk with them. I usually get very good responses from parents when I do this. Once I get them on my side, I find that two of us are now dealing with the child. I also send home letters complimenting students for achievement in academics or behavior.

Watch for more teacher comments and opinions in future issues of *Kentucky Teacher*.

Looking for more tips on parent involvement?

Here are some online starting points:

- Kentucky Coalition of School Volunteer Organizations, www.myad.net/KCSVO; phone (502) 692-1300; e-mail kcsvo@kih.net
- Commonwealth Institute for Parent Leadership — refer parents to www.columbiagroup.org/commonwe.htm; phone (606) 233-9849 or (800) 928-2111; e-mail cipl@prichardcommittee.org
- National PTA — www.pta.org
- Partners for Academic Excellence, Inc. — www.middleweb.com/PACEtext.html
- National Education Association — www.nea.org/helpfrom/connecting/index.html
- The Parent Institute — www.parent-institute.com/default.htm
- Parent Soup — www.parentsoup.com/edcentral/parentteacher
- Mid-continent Research for Education and Learning (McREL) — www.mcrel.org/resources/links/family.asp



Pia Cummings

Invite parents to visit "Inside Kentucky Schools"

Want parents and others in your community to know about the good things happening in public schools? Invite them to watch "Inside Kentucky Schools." Veteran broadcaster Pia Cummings hosts this 30-minute video magazine of education news and features.

- On the second and fourth Saturdays of every month, watch on KET at noon/11 a.m.; on KET2 at 5:30/4:30 p.m.
- Watch on WWWB Channel 34 Louisville at 1 p.m. every Saturday.
- Check TV listings for air times on local cable stations.

Questions, comments or story ideas? Phone (800) 533-5372, send e-mail to IKS@kde.state.ky.us, or visit the Web at www.kde.state.ky.us/comm/mediasvcs/inside_kentucky_schools.asp.

Out of the Mouths of Scholars

Students share opinions on teacher quality and how to improve the profession

By Faun S. Fishback
Kentucky Department of Education

Kentucky teachers need to know their subject area. They need to understand different learning styles and use appropriate teaching methods to reach those diverse learners. They should be able to communicate effectively with students and parents. They should challenge all students and set high standards in their classrooms. They need to have a passion for and commitment to teaching.

These are qualities 391 Governor's Scholars think teachers should possess. However, the traits they find necessary in a high-quality educator and the characteristics in some of their teachers were, in many instances, not the same. (See accompanying chart.)

For example, 98 percent of the scholars surveyed last summer said they believe teachers need a high level of knowledge in their content area. Only 66 percent say their teachers had that level of knowledge.

The Governor's Scholars Program brings 700 outstanding Kentucky high school juniors together for five-week academic sessions held concurrently

at Centre College and Northern Kentucky University. During last summer's session, the program's Education Ambassadors, who since 1993 have been articulating students' perspectives on education issues, conducted the survey on student expectations of teacher quality and what students see in their classroom. The results of that survey and what 160 scholars said in focus groups were presented to Kentucky's Task Force on Teacher Quality in August. The task force will use comments from many groups on the topic of teacher quality in preparing recommendations to the governor.

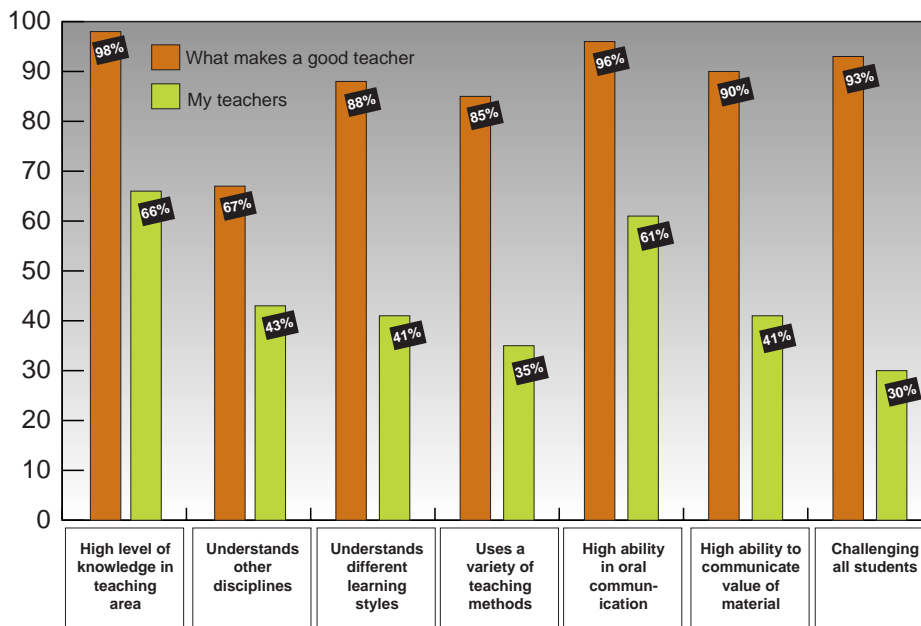
Kelly Hanlon, a senior this year at duPont Manual High School (Jefferson County), and Aarek Farmer, a senior at Marshall County High School, represented the Education Ambassadors. They told task force members that the focus of the study was to find out students' perceptions about what makes a good teacher, how their own teachers compare to the perceptions and how the scholars feel about teaching as a profession.



Photo by Rick McComb

Kelly Hanlon (center) discusses the results of the Education Ambassadors' survey on teaching in Kentucky with Sophie Renn (left), Asha French and Tom Collier, other Governor's Scholars from duPont Manual High School in Jefferson County. Hanlon and Aarek Farmer, Marshall County High School, presented the report to the Task Force on Teacher Quality in August.

Students' perceptions of what makes a good teacher vs. students' perceptions of their teachers



Teaching as a Profession

Only 18 percent of the scholars who participated in the survey and focus groups said they may become teachers. Of that pool, 46 percent said they will stay in Kentucky; the remainder said they would seek a teaching post elsewhere.

How can Kentucky provide high-quality teachers in the classroom? How can Kentucky interest students in the teaching profession and keep them in Kentucky to teach? The scholars made these recommendations to the Task Force on Teacher Quality:

- Increase standards for admission to teacher education programs and extend the length and intensity of such programs;
- Increase the number and value of scholarships to teacher education programs;
- Give student teachers more time to actively participate in classroom activities and work with their "master" teachers;
- Create a strong support network for teachers in their first four years;

- Increase the overall salary schedule and offer hiring bonuses to attract high-quality educators in areas of greatest need;
- Expand recognition for high-performing teachers;
- Make professional development a strong component of continuing education by placing emphasis on teacher academies;
- Increase opportunities to gain national certification;
- Increase emphasis on evaluating existing teaching practices and developing new ones to address changing needs of students.

For more information about the Education Ambassadors' survey, contact DeAnna Clark in the Governor's Scholars Program office by phone at (502) 573-1555 or by e-mail through the KETS global listing or at deanna.clark@mail.state.ky.us. The complete survey report can be found on the Governor's Scholars' Web site at www.kygsp.org.

Core Content scores show strong performance

Fourth-graders led the way as Kentucky students turned in a strong performance on the new 1999 Kentucky Core Content Tests. The only score over 70 on the 140-point scale came in 4th-grade reading.

Reading scores were also solid in middle and high schools. The second best overall performance was in mathematics.

"Kentucky schools and teachers are focusing on the basics — reading and mathematics — the skills that lead to high achievement in all the other subjects," state Education Commissioner Wilmer Cody said when announcing the scores last month. "That's what will make the difference as we continue measuring student learning."

Because of major changes throughout the assessment and accountability process, comparisons of scores from tests taken in April 1999 and scores from previous years would be unreliable and inappropriate. These changes include distributing tests over three grade levels in high school; giving credit for multiple-choice questions; giving schools credit for levels within the novice and apprentice categories in reading, mathematics, science and social studies;

and limiting students to one-page answers to open-response questions.

"While we can't compare these new scores with the past," Cody said, "we can use them to guide us in the future. We can compare these scores to the performance standards and goals the Kentucky Board of Education has set for students and schools. The scores can tell us where we are and where we need to go."

Cody called the Commonwealth Accountability Testing System and the new Core Content Tests "more reliable at the individual student level" than the system they replace. He said the new scoring system is fairer to students and schools and in the future will give a more accurate reading of year-to-year changes in student performance.

Goals and Results

The state goal is 100 on a 140-point scale for all schools by 2014. On that scale, 100 means that the average of the students' scores would be "proficient."

Tests administered in April 1999 covered seven subjects (reading, writing, mathematics, science, social studies, arts and humanities, and practical living/vocational studies) at three levels (elementary, middle and high school), resulting in 21 categories of

overall state scores (see charts on this page). A state report offered these points summarizing the results by grade level:

Elementary

- In reading, 32 percent of students scored at the proficient (state standard) or distinguished (above standard) levels in reading; 31 percent scored at high apprentice. Only 3.8 percent remain at the novice level.

- In mathematics, the statewide score was 64.1. Slightly more than 11 percent of students scored at the distinguished level; 10.4 percent scored proficient; 18 percent scored in the "high apprentice" range.

- Lowest scores came in arts and humanities and practical living/vocational studies.

Middle School

- Students scored highest in reading (67.6) and mathematics (67.1).

- In reading, 13 percent of 7th-graders were proficient or distinguished; 34% scored high apprentice.

- In mathematics, 14.29 percent scored distinguished, 18.9 percent proficient, and 11.8 percent high apprentice.

- The lowest scores were practical living/vocational studies and science.

- Half of the students in 7th grade scored in the novice level in writing.

High School

- The highest scores were posted in mathematics (67.3) and social studies (67.2), tests administered to 11th-graders.

- In mathematics, 32.8 percent of students scored proficient or distinguished; 15.5 percent achieved the high apprentice level.

- In social studies, 30 percent of students scored proficient or distinguished; 19.5 percent scored in the high apprentice category.

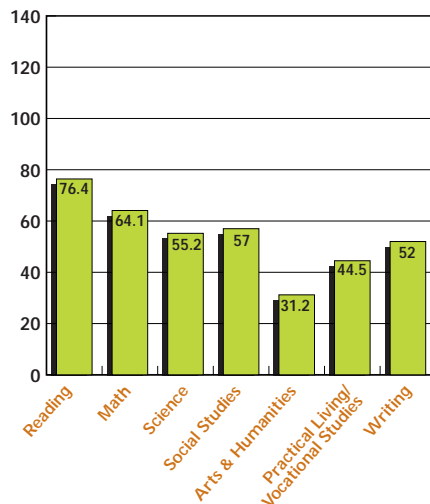
- The lowest scores came in arts and humanities (tests taken by 11th-graders) and practical living/vocational studies (10th-graders).

The 1999 and 2000 test results will be combined to provide a baseline for measuring progress in student performance and school rewards after 2002.

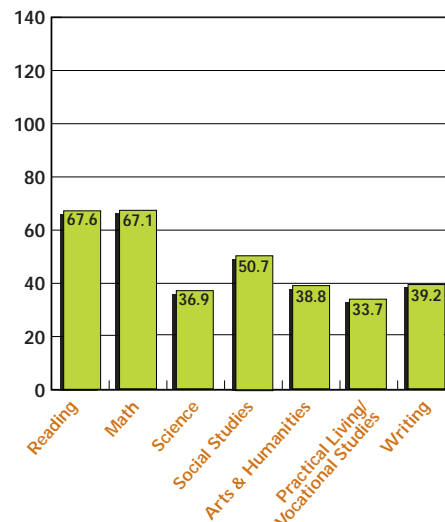
For More Information

A briefing packet with state and regional results may be downloaded from the Web at www.kde.state.ky.us/oaa/implement/kcct_release/kcct_release.asp. For additional information, contact Robyn Oatley, director of the Division of Community Relations, at (502) 564-3421 or roatley@kde.state.ky.us (or through the KETS global e-mail list).

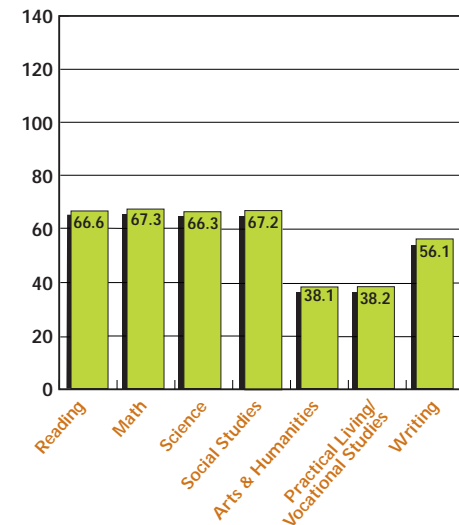
State Accountability Index Scores
Elementary Level by Content Area – Spring 1998-1999



State Accountability Index Scores
Middle Level by Content Area – Spring 1998-1999



State Accountability Index Scores
High School Level by Content Area – Spring 1998-1999



By Linda Jones

Linda Jones, formerly the public information officer for Monticello Independent Schools, now handles public relations duties for the Wayne County district. She is a member of the Kentucky School Public Relations Association.

If you visit Monticello's elementary classes, you may think all of the children are learning sign language. They may be forming signs with their hands or making rhythmic gestures up and down their arms. The older children may be drawing imaginary circles in the air — circles interrupted by a jagged line symbolizing conflict.

They are doing these things to improve their reading!

It makes perfect sense to the students and staff, and the best part of this unusual behavior is that it seems to be working! In fact, during the program's first semester (fall 1998), students' reading levels advanced, on average, a whole grade level. It was one of the biggest jumps in reading that local elementary teachers have witnessed.

The biggest jumps were recorded in 4th and 5th grades, but the most impressive individual increase occurred at the primary level, where a student who could not read at the start of the school year gained the equivalent of two and a half years of instruction by December.

Now that the results of the Spring 1999 Kentucky Core Content Tests are in, Vater proudly reports that only one 4th-grader scored at the Novice level in reading.

"This approach is the best thing I've ever seen since I've been in education," said Elementary Principal Jeanette Vater, "and it's so easy."

The program that has swept Monticello's elementary classrooms is known as Project Read. Schools in Kentucky have been latching onto it over the past few years. Vater compared the approach to the use of manipulatives in mathematics instruction.

"It is built around tactile activities," she said. "It is the closest you can come to holding a word in your hand and spelling it. Students can 'feel' the word. Those who are not abstract learners can touch the word and see it and remember it."

The school groups students by ability in multiage "clubs" for reading instruction and gradually moves them forward on the same ability line. The youngest students are involved in spelling with their fingers and making letters in sand. They move up into comprehension, then into novel study.

Veteran primary teacher Melodie Underwood, like her colleagues, is sold on the program. "The skills are taught in sequence so students learn one skill and then go on to the next, which makes learning easier," she said. "They build upon what they know."

The elementary teachers got acquainted with Project Read during a professional development training session in the summer of 1998. At first, some may have been skeptical about the idea of students learning to read by drawing letters in sand. It didn't take long for any doubts to vanish.

Elementary teacher Gina Dishman likes the fact that the students in the various reading clubs are getting more individual attention. Teacher aides, volunteers and an AmeriCorps worker joined her and the other teachers to make the program successful.

In Cheryl Gregory's 5th-grade classroom, reading students could easily

"This is the closest you can come to holding a word in your hand and spelling it. Students can 'feel' the word. Those who are not abstract learners can touch the word and see it and remember it."

Jeanette Vater, principal,
Monticello Elementary



Photo by Rick McComb

Monticello Elementary student Cherrae Peyton and teacher Peggy Carroll "sound" words using finger spelling as part of Project Read. Administrators and teachers at the Wayne County school credit the project with big improvements in students' reading skills. Only one student scored at the "Novice" level in reading on last spring's Kentucky Core Content Tests.

recite the meaning of terms such as "character," "conflict" and "setting" while drawing graphics of the definitions in the air. They learned to identify these concepts in novels, just as their parents did in high school English classes a few years back.

At Monticello Elementary, reading is a priority because learning in all content areas is reading-based.

"Before Project Read we were teaching a mile wide and an inch deep," Vater said. "Now we're going a mile deep and an inch wide. That's what will build a strong foundation."

The company that markets Project Read defines it as a mainstream language arts program designed for use by regular classroom teachers or by special education, Chapter 1 and reading teachers working with students who have language learning problems. The program is available in English and in Spanish for English as a Second Language students. For more information, visit www.projectread.com on the Internet; contact Afo Jean Jacobs, Region 8 accelerated learning

consultant, at (606) 886-0205 or ajacobs@kde.state.ky.us; or call Monticello Elementary at (606) 348-1814.

Other educators report Project Read successes

"I was trained in this program 14 years ago. I used it in some capacity at all grade levels (P-8). This mode of learning has saved many of my students from the 'Dumpster' of non-readers."

Afo Jean Jacobs, accelerated learning consultant, Region 8 Service Center

"I have been teaching for 28 years and that is the best thing I have taught. I have had a 6th-grade non-reader learn to read in about one-half year of instruction."

Ruth Haddix, 6th-grade teacher, Marie Roberts Elementary, Breathitt County

Technology standard applies to new teachers in 2000-01

Cody strongly encourages use in evaluation of experienced teachers

By Fran Salyers
Kentucky Department of Education

Teachers starting their classroom careers in the 2000-01 school year or later will have a new standard to meet. Effective Oct. 1, a regulation requires that beginning teachers prove their ability to use technology for instruction before they receive initial accreditation through the Kentucky Teacher Internship Program.

"This standard sets realistic expectations for teacher performance in using computers and other technology as instructional tools," said Education Commissioner Wilmer Cody. "It addresses a teacher's ability to use basic, everyday computer applications for communication, classroom management and instructional support."

Applications include spreadsheets, databases, word processing and the Internet. Skills include connecting peripherals such as printers, modems and external hard drives; installing simple software programs; creating multimedia presentations; and designing lessons using technology.

Kentucky colleges and universities will incorporate this new standard as they design teacher preparation programs.

For Experienced Teachers . . .

Cody is urging all Kentucky school districts and school councils to use the new standard as they plan professional development for experienced teachers and evaluate teachers' effectiveness in the classroom.

"Computer use has been a reality in businesses, schools and homes for 20 years," he said. "The General Assembly has allocated funds to make technology available to students in every school. To have teachers teaching without technology does students a tremendous disservice, and it chips away at our goal of equal learning opportunities for all students."

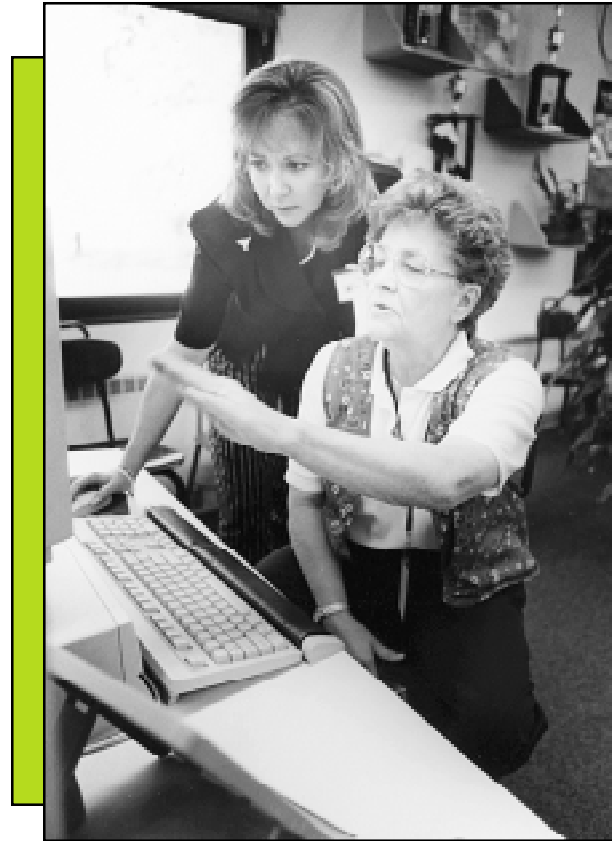


Photo by Rick McComb

THE ART OF USING TECHNOLOGY — Emmalee Hill (left), a media specialist at Twenhofel Middle School in Kenton County, collaborates with arts and humanities teacher Carolyn Papajohn to evaluate teaching and learning resources available on the Internet.

Cody said he may ask the Kentucky Board of Education to require that local districts use the standard in ways that are now optional: when choosing hardware, software and professional development during the district consolidated planning process; when assessing all teachers' knowledge of technology implementation; when conducting teachers' annual professional growth plans; and when determining teachers' eligibility for certification renewal.

Tom Peterson, associate commissioner of the Office of Leadership and School Improvement, points out that technology will play an increasingly critical role in the delivery of profes-

sional development.

"Technology and professional development are inseparable," Peterson said. "Certainly, teachers need to learn how to use technology to teach, but they will be using technology for their own learning as well. The new regulation directs the Department of Education to use technology, when possible, in the professional development programs we offer to teachers."

For more information and the impact and potential of this new standard, contact Eileen Whaley at the Education Professional Standards Board office by phone at (502) 573-4606, by e-mail through the KETS global listing or at ewhaley@kde.state.ky.us

How the Standard Came to Be

In September 1998, the Kentucky Association of Technology Coordinators and state education technology leaders addressed the Education Professional Standards Board, expressing concerns about the preparation of new teachers to use technology in the classroom. The board created a subcommittee to study the issue.

After reviewing national technology standards, the board began work on a standard for Kentucky. By January 1999, a draft standard was distributed for review by university deans, school district superintendents, principals, teachers and community leaders. Open forums followed in March, culminating in a final proposal in May. Public hearings scheduled for the summer were canceled after calls for comment drew no additional responses. After approval by two committees of the Legislative Research Commission, the standard became a regulation and a legal requirement on Oct 1.

Kentucky now joins Maine, Florida and North Carolina as states with required technology skills standards for teachers.

Kentucky educators apparently approve of having a technology skills standard for both new and experienced teachers. In a recent survey, 72 percent of the teachers, 85 percent of the principals, 87 percent of the superintendents and district technology coordinators, and 100 percent of other educational leaders who responded stated belief that such a standard would enhance student learning.

Four Kentucky teachers are winners of the 1999 Presidential Awards for Excellence in Mathematics and Science Teaching. This is the nation's highest recognition for teaching in these content areas. It is awarded by the National Science Foundation.

This year's Kentucky recipients of the national award include two mathematics educators and two science educators:

- Donna Hepp, a mathematics teacher at Highland Middle School in Jefferson County;

- William Hill, a former mathematics teacher at Casey County High School who now serves as a highly skilled educator working for the Department of Education with schools in Education Region 6;

- Lynn Earl Huddleston, a P-5 science lab teacher at Hazelwood Elementary in Jefferson County;

- Ramona Jaynes, a science teacher at Corbin (Independent) Middle School.

To give teachers throughout the state a glimpse into the kinds of instruction taking place in the classrooms of these award-winning educators, *Kentucky Teacher* invited each of them to share one lesson plan. This month's issue features summaries of two of those plans. Complete formats of both are available on the Internet. Go to www.kde.state.ky.us, select *Kentucky Teacher* on the drop-down menu, click on October 1999 and go to Page 8. Choose the "htm" option.

Watch future issues for additional lesson plans from Hepp and Jaynes.

About This Recognition Program . .

For more information about the Presidential Awards for Excellence in Mathematics and Science Teaching, call Ann Bartosh, state mathematics coordinator, or Teresa Spurling, state science coordinator, at (502) 564-2106; or send them e-mail through the KETS global listing or at abartosh@kde.state.ky.us or tspurlin@kde.state.ky.us.

The application packet can be downloaded from the Internet at www.ehr.nsf.gov/EHR/ESIE/awards/default.htm. The deadline for applying for the 2000 competition is late February.

Lessons From Awar



Photo by Rick McComb

Presidential Awardee Lynn Earl Huddleston helps Rashell Singer use her senses of sight, smell and touch to observe and identify characteristics of a container in the Hazelwood Elementary science lab.

A Science Lesson on Trees

Lynn Earl Huddleston, a P-5 science lab teacher at Jefferson County's Hazelwood Elementary, begins a unit on trees by having students write "I wonder" questions individually and in groups. The questions help students consider what they want to learn about trees.

The following lesson is from Huddleston's unit on trees.

Lesson Title: Observing Trees

Grade: Primary

Academic Expectations: 2.1 (science skills); 2.3 (systems) and 2.4 (models and scale)

Essential Content: Students will understand that characteristics (e.g., size, shape) and structures (i.e., trunk, leaves, roots) of materials can be measured and used to describe, separate or sort objects.

Essential Question: Why are trees so big?

Enabling Knowledge: Structures and design of a tree; Function of structures of a tree; Venn diagram; Standard units of measure; Standard measurement tools.

Activity 1: Students will create a model tree from cardboard boxes, wrapping paper, cardboard tubes and paper leaves. Students will observe the model using their senses of smell, sight, hearing and touch, then compare their observations of the model to a real tree.

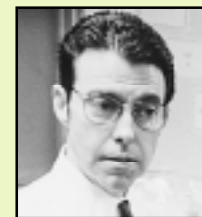
Activity 2: Determine or assign roles (e.g., measurer, recorder) to individuals within cooperative learning

groups of four students. Have students use standard (e.g., metric rulers, metric cubes) and nonstandard (e.g., paper clips, lima beans) instruments to measure leaves, roots and stems of their model trees and record data. Have students compare their measurements to peers' measurements. Discuss explanations for differences. Record findings in science learning log.

Activity 3: Have students use scientific instruments (e.g., hand-lens, pocket microscope, metric ruler) to collect information (descriptions, illustrations, numbers) about a selected tree near school. They will investigate the tree's surface roots with a hand-lens. Discuss purpose of roots, how roots are similar and different and why roots grow where they do. Have students stand on visible surface roots, measure the length of the roots and use the data to create root maps. Have students work with computer resource teacher to use computers to create charts and graphs of their measurements of surface roots. Discuss similarities and differences. Hypothesize reasons for differences.

Assessment: After observing the model tree and the living tree, students are given the following open-response question to answer individually: You have observed the real and cardboard trees by using four of your senses. List some ways the two trees are alike and different. Have students record the similarities and differences in a Venn diagram.

Teacher Profile



Lynn Earl Huddleston

School: Hazelwood Elementary (Jefferson County)

Grades taught: P-5 lab teacher

Content area: Science

How long teaching: 20.5 years

Degrees: Associate degree, Lindsey Wilson College; bachelor's degree, Transylvania University; master's degree, Western Kentucky University; Rank I Endorsement for School Administration, Western Kentucky University; Elementary Endorsement, Elementary School Classroom Teaching, University of Louisville

Memberships: National and State Education Associations, Jefferson County Teachers Association, National and State Science Teachers Associations (state president-elect), Society of Elementary Presidential Awardees, Council for Elementary Science International, Association of Presidential Awardees in Science Teaching, Jefferson County Elementary Science Alliance

Recognition: Kentucky Presidential Awardee in Elementary Science (National Science Foundation), Kentucky Science Teacher of the Year (Kentucky Science Teachers Association), Outstanding Staff Award 1992-1999 (Jefferson County Board of Education)

d-Winning Teachers

A Math/Science Lesson on Motion

This lesson by former Casey County High School advanced mathematics teacher Bill Hill uses mathematics skills to explore science concepts of kinetic and potential energy and laws of motion. Students working in teams build cars, race them across the classroom and collect information to determine each car's speed. Hill designed it to engage many of the multiple intelligences. Using model cars "hooks students on the ideas of position, distance and speed," he said.

Lesson Title: Motion Abstract

Grade: 7-9

Course: Mathematics/Science (possible writing portfolio entry)

Strand: Probability and Statistics/Physical Science

Major Topic(s): Rate/Motion

Academic Expectations: 2.1 (science skills); 2.2 (patterns); 2.4 (models and scale); 2.5 (change and constancy); 2.11 (change); 2.12 (structure); 2.13 (data)

Essential Question: How do rate, position, distance and speed relate? The purpose of this activity is for students to gain an understanding of position, distance and speed. Students first predict when a balloon-powered car has the greatest speed as it travels across the floor. Each group is given parts to construct its own small car; then students collect data that will enable them to determine the car's speed after it is released.

Timeline: This activity requires two regular class periods to complete. The small groups can collect data in one class period. Individuals could be assigned to do the formal report.

Materials: Stop watches, meter sticks, cardboard, wood glue, masking tape, two three-inch dowel rod sections, drinking straw, four wheels per group, several balloons

Preparation: Gather materials and cut small pieces of cardboard (approximately 2.5 by 8 inches) in ad-

vance. Students are required to assemble the car. Observing good wheel alignment and aerodynamics make for a more efficient car, but a less efficient vehicle will still demonstrate the concepts. Taping four or five meter sticks end-to-end across the floor will provide a guide for the vehicle to travel while providing a good distance reference as well. Give students a scoring guide and an example of a findings report prior to this performance event.

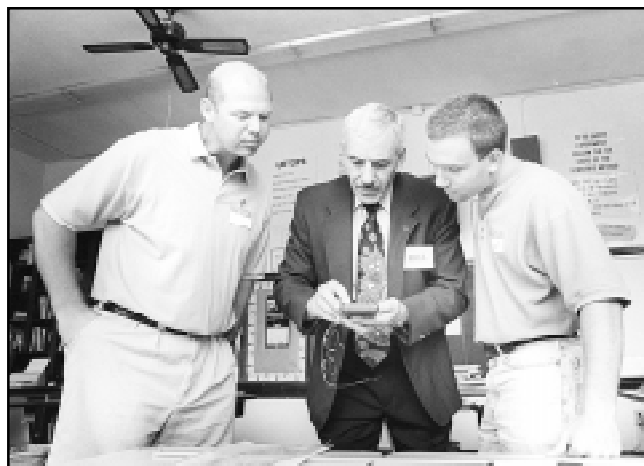
Review: Students should have graphing skills; understanding of independent/dependent variables; ability to use measurement tools; a critical vocabulary.

Explore: Students first predict or speculate about where speed will be the greatest and least. Hold a class discussion about the motion vocabulary and what that might mean to the distance and time data that is collected. Have groups collaborate in the data collection process so at least eight to 10 distance/time data points are obtained.

Explain: Students will make group presentations in which they will explain the rationale behind their predictions and then summarize their findings. Students will explain any differences in predictions and findings. Both visual (white board) and verbal summaries are required. This provides an opportunity for a variety of learning modalities.

Expansion Options: Include the velocity and acceleration aspects of motion. Involve the use of hand-held technology. A graphing calculator and ranger can be used to collect distance and time data, but the manual manipulation of data is more beneficial for embedding the motion vocabulary.

Assessment: Ask students to give a presentation to the class and then submit a written report. The scoring guide and sample report (see "Preparation") provide clear expectations for students. The written report for this activity requires a conclusion section. Students themselves evaluate what they have learned and what they could have done to produce better results.



Bill Hill (center) and A.J. Lloyd Middle School science teachers Jeff Criswell (left) and Darrell Stephenson confer on calculations related to Hill's lesson plan on motion and speed. Hill recently won a Presidential Award for Excellence in Mathematics Teaching.

Teacher Profile



William F. Hill

Position: Highly skilled educator for the Kentucky Department of Education

School: Casey County High School (at time of Presidential Award)

Grades taught: 9-12

Content area: Mathematics/Physics; head of school's mathematics department

How long teaching: 17 years

Degrees: Bachelor's degree, University of Louisville; master's degree, Naval Postgraduate School; Rank 1, Eastern Kentucky University; Continuing Education, University of Kentucky

Memberships: National and State Education Associations, National, State and Regional Councils of Teachers of Mathematics (president of Cumberland Council), Kentucky Science Teachers Association, Kentucky Association of Physics Teachers

Recognition: Mathematics Education Service and Achievement Award (Kentucky Council of Teachers of Mathematics, 1998), Presidential Award for Excellence in Secondary Mathematics Teaching (1999, national level), Presidential Award for Excellence in Secondary Mathematics Teaching (1997, state level), Christa McAuliffe Fellow (1997), GTE-Growth Initiative for Teachers Fellow (1996), Excellence in Teaching Award (Campbellsville University, 1993 and 1996), Presidential Award for Excellence in Secondary Science Teaching (1992, state level)

For Perry seniors, social studies 'ain't what she used to be'

By Sharon Crouch Farmer
Kentucky Department of Education

What do you remember about history and social studies classes? Chances are that Perry County Central High School seniors will remember their world history studies in detail. Teacher Angie Everidge hopes that what they remember will help them make good career, social and personal choices throughout life.

The world history class, added to the curriculum for 1998-99 at the request of the senior class, was an opportunity for Everidge to take social studies to another level. Her approach combines the arts, sciences, social studies, life skills, self-expression and career exploration.

"Our students have to understand how the world fits together," Everidge explained. "We can help them to that understanding by allowing them to work through a process individually and to creatively bring together pieces of the whole from their own perspective."

In a study of India, Everidge focused on the legend and architectural design of the Taj Mahal. From that study, students created three-dimensional projects based on their research of architectural design and the identification of personal inspiration. The work reflected individual passions past and present, as well as aspirations for the future.

"The project assignment was divided into six steps, including a design on paper, an explanation of that design in writing, and the final hand-made representation," Everidge said. She encouraged students to experiment with different media and methods of presentation.

"This class has really demonstrated that you enjoy more, work harder and learn more when you take (a task) personally," Everidge said.

Student Ben Jones, carefully sawing a door into a scale model of an inn, said that as he considered the more professional career paths, he realized that was not where his passions lay. "I was looking at how much money I'd bring in and where I would need to live. Then I looked at my motivation and realized I didn't want to do that," he said.

Jones' plans now include a degree in hotel/motel management and an inn in Colorado.

Krystel Dean paid tribute to Ghandi with her own interpretation of the Satyagraha Gardens. "His philosophy of nonviolence has really inspired me, especially in light of all of the school violence that has taken place lately," she said.

Self-proclaimed "shopaholic" Shauna Stacy combined her favorite pastime with her compassion toward terminally ill children to envision a shopping mall built in the shape of a star. The star is the symbol of the Make a Wish Foundation, a charity that fulfills the dreams of children with critical illness. "I really believe in the Foundation, so all proceeds from this mall would benefit those children."

Among the benefits of this class, said Everidge, is the fact that she learns, too.

"I've learned more about how to tie history into reality by just being involved with the students in this class," said Everidge.

To learn more about this approach to teaching history, contact Angie Everidge by phone at (606) 439-5888 or by e-mail at aeveridge@perry.k12.ky.us (or through the KETS global listing).

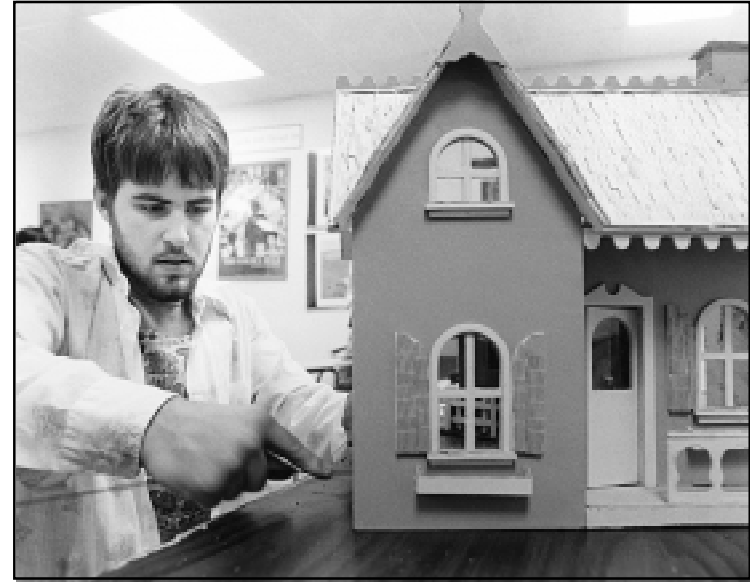


Photo by Rick McComb

Ben Jones puts finishing touches on a model of the country inn he plans to own in the future. Jones and his world history classmates at Perry County Central High used what they had learned about the world's architectural wonders to create models that expressed their own aspirations.

School Safety Data Project reports first state data

The first report from the Kentucky Safe Schools Data Project includes some positive numbers:

- 93.7 percent of Kentucky's public school students have access to violence prevention and intervention measures at school;
- Nearly 91 percent of the schools provide drug prevention instruction;
- 72.2 percent involve community organizations in drug and violence prevention activities.

Less positive are reports of 36 school-site incidents involving handguns, seven involving rifles or shotguns, and 17 involving other firearms.

The report, released on Oct. 4 by the Kentucky Center for School Safety, contained data from all 176 school districts for July 1, 1998, through June 30, 1999. An executive summary is

posted on the Internet at www.kysafeschools.org/. To request the complete report, phone (877) 805-4277.

The center plans to release district-level data by the end of October and school-by-school reports by the end of November.

E-glitch!

During much of September, the *Kentucky Teacher* e-mail address (kyteach@kde.state.ky.us) would not accept some incoming messages. If you tried unsuccessfully to send comments, responses or ideas to us through that address, please try again. We're eager to hear from you!

Scott County teaches problem solving and employment skills for tomorrow

By Faun S. Fishback
Kentucky Department of Education

Kentucky Learning Goal 5: *Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.*

Can a problem-solving process used by an automotive manufacturer help employees of a school district identify, analyze and solve problems in their jobs? Can students use this same process to develop their abilities to think, solve problems and prepare themselves for the world of work?

"Yes!" say Scott County Superintendent Dallas J. Blankenship, district administrators and teachers Joretta Jones and Pam Bleuel. Last year the district used the process as part of QUEST (Quest for Useful Employment Skills for Tomorrow). This School-to-Work initiative also has students excited because they work together to, in student Jonie Jackson's words, "actually find ways to solve problems."

Last school year, several district employees trained alongside employees of Toyota Motor Manufacturing, Kentucky Inc. in the company's Quality Circle Program. Last February, district food service, transportation and facilities personnel began using the program's techniques for holding meetings and solving problems. Jones, who teaches child/human development at the high school, and Bleuel, who teaches 9th-grade mathematics, piloted the program in their classrooms, where quality circles are called QUEST teams.

QUEST expanded this school year as more Scott County P-12 teachers began using the problem-solving concepts in their classes.

"We suspect we will find improvement in learning, better attendance, more creativity among teachers and more students becoming involved in learning as a result of quality circles," Superintendent Blankenship said.



With their QUEST team meeting rules posted nearby, students in Pam Bleuel's mathematics class share ideas and opinions on how to solve production problems at their imaginary food production company.

Photo by Rick McComb

What is a quality circle?

At Toyota, employees meet in small groups during their work week to identify problems, find the causes, look for solutions, implement countermeasures, track the results and report their findings.

"Everyone in the circle *must* be part of the solution," said Blankenship. "Quality circles are an incredible tool to get everyone involved."

Participants reach consensus on everything from conducting meetings to deciding on solutions. A facilitator guides the team and keeps it focused on solving the problem. Others are assigned jobs to help keep the team on track.

QUEST teams are similar

QUEST applies quality circle principles in the classroom. "Students are receptive to it," said Jones. "They stay on task, everyone participates and everyone comes to a consensus within the time frame for making decisions. This enhances the vocational skills we already teach. The meeting facilitation method truly initiates effective group-work cooperation."

Jones has used QUEST to help students revise writing assignments. The students take a problem-solving point of view when deciding how to make the writing better. Jones said the students must 'track back' to the point where the problem occurs and find a solution that will improve the writing.

"It doesn't hinder or 'bulk up' teaching," said Bleuel, who finds the process a valuable learning tool. "In fact, it makes my job easier. The students catch on so quickly. They really do learn to solve problems and think."

Last year's 9th-graders also found other applications for QUEST teams. Several student council members in Bleuel's class suggested the council use QUEST concepts to make its decisions.

"They knew it was successful and productive," Bleuel said.

Quality circles in the classroom

In Pam Bleuel's mathematics class, students sit at desks drawn into small circles. The 9th-graders talk quietly, sometimes animatedly, but always observing the meeting rules posted beside their circle. Their goal is to solve

problems for imaginary food production companies and develop algebraic equations that show how to minimize waste and maximize profits.

To make the assignment more real-life, Bleuel asked officials at Screamin' Mimi's, a Lexington salsa maker, to share some real-life production problems. The students tackled those problems and reached consensus on how to fix crooked labeling, increase distribution to meet demand and keep bottles from breaking on the production line.

After students arrived at solutions, they reported their findings and equations to Toyota team members, who in turn shared some of their strategies for solving on-the-job problems. They also shared the information with Screamin' Mimi's executives.

Bleuel, who participates in a quality circle at Toyota to continue learning about the process, said her students learned to compromise and work in a team atmosphere during the pilot period for QUEST.

"Everyone contributes," she added. "Students who don't usually talk in class participate because with this technique every single idea counts and every single idea is a good idea. They learn to take both failure and success as a team."

Kentucky Teacher will follow the QUEST program in Scott County and report data when it becomes available. Once QUEST is fully implemented, the district will have data and expertise to help other districts implement the program. Toyota team members also will help schools.

For more information about QUEST, visit the school Web site at www.scott.k12.ky.us/stw/quest.html or contact Ken Wright, district instructional supervisor, at (502) 863-3663 or by e-mail through the KETS global listing or at kwright@scott.k12.ky.us; Diana Waddle, district school-to-career coordinator, at (502) 863-3663 or by e-mail (dwaddle@scott.k12.ky.us); or Gene Childress, a Toyota consultant, at (502) 868-3694 or by e-mail at Gene_Childress@mail.tmmna.com.

Rx: Telemedicine

Technology brings medical consultations to school

By Sharon Crouch Farmer
Kentucky Department of Education

School nurse Teresa McIlvoy was concerned. A student had a skin rash that appeared to be contagious.

"These types of things spread so quickly through a school," McIlvoy explained. "I was concerned about the other students becoming infected."

A year ago, McIlvoy, the school nurse for the Harrodsburg Independent school district, would have sent that student home. On this day, she used telemedicine — electronic communication — to consult with a local pediatrician. The diagnosis: the rash was an allergy and not contagious.

"A correct diagnosis was made, the student was reassured and able to continue the school day, and the parents didn't have to take time off," McIlvoy said.

Telemedicine uses video cameras, phone lines and other specialized equipment to bring doctors, school nurses and students together. The school nurse uses a small camera that resembles an ink pen to send pictures of ears, throats and noses through phone lines to a local pediatrician. Doctor, nurse and patient hear, see and talk in "real time."

Two telemedicine programs are KID-LINK in the Harrodsburg Independent district and a pilot program based in Fayette County. Both provide assessments of physical ailments, depression and possible learning disorders. Both link the school nurse and a doctor to determine the next course of action: notify the family to take the student home or to the family's physician, or to send the student back to class.

About KID-LINK

James B. Haggin Memorial Hospital in Harrodsburg received a grant last year to develop and implement the KID-LINK telemedicine program.

"There are just so many good things about this program," says Superintendent H.M. Snodgrass. "We are able to provide many children with

medical attention that otherwise wouldn't be available to them. Parents and children make fewer trips to the pediatrician. Teachers are able to get more immediate help with children and catch problems before they get out of hand. Bottom line: the students spend more time in class learning."

Parents must sign consent forms before their children can take advantage of the service. "We have had very few choose not to participate," said McIlvoy.

The community's two pediatricians are part of the program. "I think small communities like this one really benefit because most of the children go to the same doctors," said McIlvoy. Telemedicine means students and their parents don't wait hours or days for an appointment with a doctor; diagnosis can be made quickly and treatment can start immediately.

"That translates into less time away from the classroom and improved educational results," added Snodgrass.

Betty Sims, assistant principal at Harrodsburg's Evan Harlow Elementary, has seen telemedicine's benefits first hand. "We make referrals to the parents, but assuming the responsibility (of taking a child to a physician's



Teresa McIlvoy, a registered nurse for the Harrodsburg Independent school district, uses a hand-held camera to send images of Michael Johnson's throat via phone line from Harlow Elementary School to a physician at the local hospital.

Photo by Rick McComb

office) can be overwhelming to a parent or guardian who is already overwhelmed by circumstances," Sims said. "KID-LINK is an excellent way to provide middle ground in making referrals to the appropriate professionals and creating an alliance between the parent and the school."

About the Pilot Program

In a partnership funded by Ronald McDonald House Charities, a number of partners are collaboratively piloting telemedicine in three sites this year: Fayette County's Healthy Kids Center, Northern Elementary in Fayette County and Mayfield Elementary in Madison County.

The Northern Elementary site is fully equipped for telemedicine and staffed with a full-time project nurse and half-time mental health counselor. The school health center in Mayfield Elementary received telemedicine equipment this year. Local pediatricians and the local health department will consult with the center's staff on diagnosis and treatment of medical and mental health problems.

"We are hoping to find a way to make telemedicine a cost-effective

model while continuing to meet comprehensive health needs," said Lexington pediatrician Tom Young. Young is the medical director for four school-based clinics in Fayette County that receive funding from local hospitals. Through the efforts of partnerships coordinated by the Fayette County Health Department, these clinics have been successful in decreasing emergency room visits and improving school attendance.

If the telemedicine models prove to be effective, Ronald McDonald House Charities wants to make this model available to medically underserved areas of Kentucky. An extensive evaluation is under way. Results are expected by the end of this school year.

For information on telemedicine, contact Harrodsburg Superintendent H.M. Snodgrass at (606) 734-8400; nurse Teresa McIlvoy at (606) 734-8430; or pediatrician Tom Young at Lexington's Family Care Clinic at (606) 288-4040. Information is also available from Terry Vance at the Kentucky Department of Education, by phone at (502) 564-3678 or by e-mail through the KETS global list or tvance@kde.state.ky.us.

Talk to us!

Teachers: Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.



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Archaeology workshops unearth teaching ideas

Teachers who want their students to "dig" learning through archaeology have a new resource. Project Archaeology workshops will be available in five Kentucky locations between now and the end of 2000.

Project Archaeology is a national heritage education program that teaches students to appreciate and protect the nation's rich cultural heritage. The program, sponsored by the U.S. Bureau of Land Management, began in Utah in 1990 and now includes 19 states. Kentucky's program is part of the Kentucky Archaeological Survey, jointly administered by the Kentucky Heritage Council and the University of Kentucky's Department of Anthropology.

Project Archaeology supports the P-12 curriculum with hands-on activities based on local prehistory. It models real-world situations and can be used in a variety of ways, including interdisciplinary studies. Participating teachers will receive high-quality educational materials, including the activity guide "Intrigue of the Past," and continuing professional development.

In the five scheduled workshops, under the leadership of trained educators and professional archaeologists, teachers will explore the science of

archaeology and its classroom applications. Workshop graduates will continue their professional development through printed updates, networking opportunities, awards for educational excellence, and additional learning and teaching opportunities.

The first workshop will be Nov. 6 and 7 at Blue Licks State Park in Nicholas County. It can accommodate 20 educators. To register, call (606) 257-1919.

Additional workshops are planned for the year 2000 at the following locations: Ballard County on Feb. 19-21, Franklin County in July, and Greenup County and Clay County in August. Dates for the last three workshops will be announced soon.

Costs are between \$55 and \$65, depending on workshop length and meal arrangements made by the host institutions. Workshop organizers will work with teachers to secure professional development credit through their school districts.

For more information, call Gwynn Henderson, the state's Project Archaeology coordinator, at (606) 257-1919; e-mail her at aghend2@pop.uky.edu; or see www.state.ky.us/agencies/khc/kas.htm on the Internet.

KET to air information on consolidated planning

Kentucky Educational Television will air a series of five programs offering technical assistance for educators taking part in district and school consolidated planning processes. The programs, produced by the Department of Education, include information covered at regional sessions that began in September and continue through April.

Educators can view and video tape the programs on KET Star Channel 703 on the following dates from 4 p.m. to 6 p.m. Eastern time (3 p.m. to 5 p.m. Central) unless otherwise noted: Oct. 15 - 7-8 p.m. (6-7 p.m. Central), Nov. 12, Dec. 10, March 24 and April 28.

For more information, call Pauline Carr at (502) 564-4970 or send e-mail to her through the KETS global listing or pcarr@kde.state.ky.us. Details also are available on the Department of Education's Web site (www.kde.state.ky.us). Select "Consolidated Planning" from the drop-down menu.

The videos are also available for purchase through the department's Division of Media Services. Phone Donna Frost at (502) 564-2000 or check www.kde.state.ky.us/comm/mediasvcs/video.asp.

'Extravaganzas' support economics teaching



Photo by Rick McComb

ALL BUSINESS — Fifth-grader Shelby Brown pays attention as teacher Rilda Major uses techniques recommended by the Kentucky Council on Economic Education to teach basic economics concepts.

By Pam Freibert
Kentucky Council on Economic Education

After receiving the results of last spring's state tests, many schools are in the market for help with the economics strand of social studies. Help is available from the Kentucky Council on Economic Education (EconomicsAmerica), a nonprofit organization with the support of business, industry and educators.

EconomicsAmerica offers Economics Extravaganzas, on-site professional development events that help teachers become more familiar with economic concepts and integrate them into the existing curriculum. After attending an Extravaganza, most P-12 teachers realize they have been teaching economics but not helping their students make connections between economics and every-day life. Extravaganzas use hands-on activities to help teachers make these connections and infuse economics into every content area. Teachers and administrators learn how to support student learning of economics in ways that align with the state program of studies and the "Core Content for Assessment."

How does an Economics Extravaganza work? First, schools assess their economics instruction needs. Then school, district and

EconomicsAmerica staff collaborate to select an appropriate grade-level curriculum to meet those needs; determine a budget and make on-site plans; tailor an Extravaganza program to expose teachers to content, strategies and activities they can implement in their classrooms; preview high-quality teaching materials; participate in model lessons; and shop for classroom materials with "Extravaganza currency."

At the conclusion of the Extravaganza, teachers from each school determine an economics education implementation plan that involves all grade levels and all disciplines.

Schools or districts interested in knowing how to schedule an Economics Extravaganza may contact Pam Freibert at (800) I DO ECON, (502) 893-3299 or pam@econky.win.net. Referrals to educators who have experienced Extravaganzas in their districts are available.

Information about the Kentucky Council on Economic Education, resources available to teachers through the council's 10 regional centers, teacher workshop schedules, program descriptions and tips for the classroom are available on the Internet at www.econ.org.

Art masterworks coming to Kentucky

Resources available for teachers and students



Rembrandt's
"Girl at a Window"

Kentucky educators and students will have a once-in-a-lifetime chance to see some of the world's most celebrated paintings. "Rembrandt to Gainsborough: Masterpieces from England's Dulwich Picture Gallery" will be on exhibit at The Speed Art Museum in Louisville Jan. 25 - April 9, 2000.

The exhibition, which includes 90 works by Canaletto, Gainsborough, Poussin, Rembrandt, Rubens, Tiepolo and other masters, is organized by The American Federation of Arts and the Dulwich Picture Gallery of London. Museums in Louisville and Houston, Tex., will host the only two showings in the U.S.

The Speed staff encourages visits by school groups and is making preparations to accommodate as many students as possible.

"We have a special admission rate of \$5 per student, a reduction from the standard \$15 ticket price," said Penelope Peavler, the museum's public information manager. "Even at that price, we don't want cost to be a barrier. We will work with schools to find funding or transportation subsidies as necessary. This is truly a once-in-a-lifetime opportunity, and we want to make it accessible to everyone."

Teachers who schedule class visits will receive free exhibition-related teaching materials in advance. Teachers unable to bring classes to the exhi-

bition can request the materials and use them in conjunction with learning opportunities to be posted on the Internet at www.speedmuseum.org.

Events for Teachers

- Teacher Preview — 5 p.m. to 8 p.m., Jan. 13. Strategies for preparing students to visit the exhibition, materials for integrating the exhibition into the curriculum; hands-on demonstrations of period art materials and processes; period music; Rembrandt himself, portrayed by actor Mark-Sawyer Daly. Professional development credits are available through several school systems. Registration: Martin Rollins at mrollins@speedmuseum.org or (502) 634-2715 by Jan. 6. Group tour information: Linda Young, tours@speedmuseum.org or (502) 634-2725.

- Teacher Reception — 5 p.m. to 7:30 p.m., Feb. 3. Period music, guided tours, demonstrations of period painting techniques and materials. Reservations required; phone (502) 634-2700 by Jan. 20. Teachers who have booked tours will receive priority.

More Resources

For information on other arts-related curriculum resources for teachers, visit www.speedmuseum.org on the Internet and click on "Education."

Songs and stories boost learning and self-esteem

By Judy Sizemore
Kentucky Arts Council

Editor's Note: Judy Sizemore is a "circuit rider," the Kentucky Arts Council's designation for its regional representatives. She serves the council's Southeastern Region.

Schools that bring artists into their schools through the Kentucky Arts Council's Artist-in-Residence Program are realizing benefits that go far beyond their arts and humanities programs. The artists are enhancing the entire curriculum by helping schools integrate the arts into social studies, language arts, mathematics and science.

As important as those academic benefits are, one artist in the program observes that gains can go even deeper. Musician-songwriter Mitch Barrett talks about his work with young people: "Sure, we're writing a song together and learning about music and artistic expression, and that's valuable. But I consider the real work I do to be about healing — talking about emotions, self-esteem, anger, fear, relationships. I engage students in song writing by first playing songs I've written about family, so they see that song writing is accessible to them. Then we look for creative ways to put their own ideas together, with students making decisions about style, tempo, and direction."

Barrett, who writes and performs with fellow roster artist Carla Gover, recently won the prestigious Kerrville New Folk Award at a festival founded in 1972 by Peter Yarrow of the group Peter, Paul and Mary to encourage aspiring songwriters. He is not the only award winner on the Kentucky Arts Council's roster of artists. Mary Hamilton recently received the Jesse Stuart Media Award by the Kentucky School Media Association for her work as a storyteller. She has been a featured teller at the National Storytelling Festival, a keynote speaker at the National Storytelling Conference and a workshop leader at the International Storytelling Institute.

"My role in the classroom," Mary explains, "is to help students tell their own stories to their classmates. As they learn to shape their stories to make them appealing to their audience, they make the wonderful discovery that their personal stories have value to their classmates. Later, when teachers help them change these stories from oral telling to written form as personal narratives and memoirs, the students have a greater confidence in their writing because they already know they have compelling stories to tell."

The residency roster includes award-winning visual artists, writers, folk artists, dancers, media artists and theater artists, as well as musicians and storytellers. Applications to sponsor an artist residency of 20, 36 or 90 days during 2000-2001 are due Jan. 21, 2000. For information, contact John Benjamin toll free at (888) 833-ARTS or visit the Kentucky Arts Council Web site at www.kyarts.org.

Bulletin Board

By Lisa Y. Gross
Kentucky Department of Education



Civics project designed for middle-grades students

Kentucky's Administrative Office of the Courts offers training and textbooks for "Project Citizen," a portfolio-based civic education project for the middle grades. The project promotes responsible participation in state and local government; engages students in learning how to monitor and influence public policy; and encourages civic participation by students, parents and others in the community.

Students work together to identify and study a public policy issue, then develop an action plan related to that issue. Classes may enter portfolio presentations of their work in a state competition, with winners advancing to the national finals.

CONTACT: Rachel Bingham, (800) 928-2350; rachelb@mail.aoc.state.ky.us; www.aoc.state.ky.us/lre



Verity to host Gifted Education Showcases

Ashland Independent's Verity Middle School will host two Gifted Education Showcases, Nov. 11 and Feb. 10, from 10 a.m. until 2 p.m. The events will provide "how-to" information on programs and approaches for gifted and talented services. Teachers, principals, gifted education coordinators and all interested individuals are invited.

Verity is a model site for full implementation of gifted and talented programs. The school received a \$50,000 grant from the Department of Education to provide the services.

CONTACT: Jacque Brownstead, (606) 324-2144; jbrownst@ashland.k12.ky.us (or on the KETS global list)



Multicultural opportunities free at Speed Museum

Through sponsorship by the Kentucky Department of Education, school tours and teacher professional development explorations into the Harlem Renaissance are available free of charge at The Speed Art Museum in Louisville through Nov. 28.

The opportunities are related to the exhibit "Harlem: The Vision of Morgan and Marvin Smith." The brothers, natives of Nicholasville, photographed the achievements, social movements, inspirations, people and everyday life of the Harlem area of New York City.

The department is sponsoring up to six professional development programs to accommodate up to 60 educators per session. School tours for students include free admission to the museum and bus transportation. Teaching materials are available prior to visits.

CONTACT: Karen Simms, (502) 564-2703, ksimms@kde.state.ky.us; Nora Raphael, Speed Museum grants coordinator, (502) 245-8432



Computer learning contests open to students and educators

The Computer Learning Foundation has announced a number of competitions that award computers, software and other prizes to schools, educators and students who use technology effectively.

Nov. 30 is the entry deadline for student competition in community Web page design and for educator competitions in lesson plan writing. April 1, 2000, is the deadline for student competition in community Web page development or expansion and educator competitions in curriculum development.

For more information about these and other computer learning competitions and activities, visit www.computerlearning.org on the Internet, e-mail the foundation at clf@computerlearning.org, or phone (408) 720-8898.



Fulbright Fund offers short-term studies in Japan

The Fulbright Memorial Fund Teacher Program will offer 600 grants for fully-funded three-week study visits to Japan in 2000. The grants are available to administrators and teachers in grades P-12.

The government of Japan established the program in 1996 to commemorate the 50th anniversary of the Fulbright Program, a U.S. government-initiated project to foster mutual understanding through exchanges of university students, faculty and teachers.

The deadline for applications is Jan. 11. Visit www.iie.org/pgms/fmf for applications and more information, or phone the Institute of International Education, (888) 527-2636.



Census 2000 materials available for teachers

The Census in Schools Project, "Making Sense of Census 2000," provides interactive lesson plans that meet national and state curriculum standards. The project has three goals:

- to help students understand the importance and benefits of the census;
- to promote awareness and encourage greater participation in the national census at the local level;
- to improve the accuracy of the census.

Project teaching materials will be available soon on the bureau's Web page at www.census.gov/dmd/www/schindex.htm.



UN Day to be celebrated at State Capitol

Teachers and administrators are invited to United Nations Day from 1 p.m. until 4 p.m. on Oct. 30 at the State Capitol in Frankfort. This year's topic is "United Nations International Year of the Older Person: Toward a Society for All Ages."

On display will be materials to assist teachers with implementing the equity/human rights component of school consolidation plans. The featured speaker will be Marla Bush, international coordinator for the U.S. Administration on Aging. Professional development credit is available for teachers with the permission of their administrators.

CONTACT: Delores (Dee) Nelson, board member, United Nations Association, Kentucky Division, (606) 623-7973; UN Web site www.un.org

Kentucky Teacher

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Kentucky Teacher is published by the Kentucky Department of Education for teachers, school administrators, counselors, support staff, parents, students, legislators, community leaders and others with a stake in public education. Please address correspondence to *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; e-mail kyteach@kde.state.ky.us.



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Printed with state funds by the Winchester Sun, Winchester, Ky.,
on recycled paper



Kentucky Teacher

News for the Nation's Most Innovative Educators

October 1999



Photo by Rick McComb

ON THE 'A' LIST — Sadie Gonzales is all smiles learning from teacher Diane Bisher how to recognize and write the letter "A." Sadie is a student at Stanford Elementary in Lincoln County.

"While we can't compare these new scores with the past ... we can compare (them) to the performance standards and goals the Kentucky Board of Education has set for students and schools. The scores can tell us where we are and where we need to go."

Education Commissioner Wilmer Cody, on the first Core Content Tests administered under the Commonwealth Accountability Testing System. See Pages 2 and 5.

Kentucky Department of Education

Wilmer S. Cody, Commissioner